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Child Care in the Neighborhood:

Caring for Children with Disabilities

An Adapted Training Curriculum

Spring, 1997

Based upon *Child Care in the Neighborhood: Including Kids with Special Needs*

Written by Barbara Tolber and Valerie Taylor, 1989
Revised by Kate Marquez, Barbar Tolber and Valerie Alexander, 1992

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Welcome to *Child Care in the Neighborhood: Caring for Children with Disabilities*!

This 10 contact hour training series is based upon the *Child Care in the Neighborhood* training manual and accompanying video developed by the Oregon Research Institute (written in 1989 by Tolbert and Taylor and revised in 1992 by Marquez et al.) and available commercially through Communication Skill Builders (Tucson, AZ). Supplemental activities and resources applicable to child care providers working in Massachusetts have been developed by Child Care 2000 staff.

The training has been designed as a single 10-hour educational offering and has received approval by Massachusetts Association for the Education of Young Children for 1.0 Continuing Education Units. Each session has been designed so that it can stand alone and be offered separately as a single workshop. Furthermore, this 10-hour training has been divided in two different ways: a 5-part (2-hour sessions) series and a 4-part (2 1/2 hour sessions) series. The same material is covered in both series but content information has been reordered to meet different training needs and preferences. Refer to the charts on pages 4 and 5 of this guide for details of these presentation sequences. (Note that numbering of sessions and activities refers to the 5-part series.)

Target Population

This training series is intended to be a basic introduction for child care providers who are working with children who have disabilities and their families for the first time. The series would also be appropriate for providers who have not worked with children with disabilities previously but want to prepare themselves for this future possibility. This training is applicable for center-based providers and family child care providers with numerous examples and illustrations from both types of child care programs. Child and family profiles and case studies used in this course focus on young children, from infants through preschoolers, but adaptations can be made to include older children as applicable to participants.

Training Series Description

This introductory training series on caring for children with disabilities focuses on the basics involved in getting to know the child and family, enrolling the child and planning appropriate activities to meet this child's individual needs. Emphasis is placed on appreciating the family's perspective and communicating effectively with parents. Strategies that are discussed for stimulating language development and promoting positive social interactions among children will be applicable to all early care and education settings.

Training Series Learning Objectives

1. Participants will increase their awareness of the benefits for children, families and providers of including children with disabilities in community child care settings.

2. Participants will become familiar with issues that may arise when enrolling children who have disabilities and will devise strategies on how to meet individual children's needs.

3. Participants will learn how they can work and communicate effectively with families of children with disabilities.

4. Participants will explore how they can adapt program activities to include children with disabilities.

5. Participants will learn strategies to promote language development and positive social interactions between children with and without disabilities.

Session Descriptions

Session 1: Getting to Know Children with Disabilities
Who are children with disabilities? Are they really that different from other children? This session will emphasis how children with disabilities are children first and foremost. We will examine some of the advantages and challenges in including children with disabilities in our child care homes and programs. The Americans with Disabilities Act will be introduced and opportunities will be provided to ask questions on how to best comply with this federal law.

Session 2: Ready, Set, Go: Enrolling and Caring for Children with Disabilities
Where do you begin? Is this the same process for all children? How do you determine individual needs and adaptations? What are your responsibilities? This session will review the "basics" of enrolling a child with a disability. We will use child observation as a tool for planning developmentally appropriate activities for the child with a disability. Getting help when you have concerns about a child's development and strategies to support families in accessing community resources will also be discussed.

Session 3: Understanding the Family Perspective
What's is like to be a parent of a child with a disability? We will look at parenting from a developmental perspective and try to understand the impact on family and parental development when a child has a disability. Starting with a sense of ourselves in a family structure and using video and short stories about real families, we will learn how best to support and communicate with families of children with disabilities.

Session 4: Adapting Activities for All Abilities
Play is important for children. Is this also true for children with disabilities? This session will explore ways that you can adapt play activities within a developmentally appropriate curriculum to meet the individual needs of children with disabilities. We will examine how environmental modifications, curriculum adaptations and community resources can support play experiences for children with disabilities.

Session 5: Supporting Language and Social Development
How important are language and social skills when making friends? This session will examine the relationship of language and social skills development to friendship formation. We will review developmental milestones and meet some real children. Using hands-on adaptive equipment and typical classroom experiences and situations, we will develop strategies to help all children feel comfortable and welcomed.

How to Use This Guide

The instructional methodologies used throughout this guide are varied to meet the diverse learning styles, needs and preferences of participants. Brief video segments, short lecture-type presentations, active hands-on activities, individual reflective activities, handouts and other resource materials, small group discussions and large group discussion are all included in this planned curriculum.

Specific directions for each session include learning objectives for participants, materials needed and estimates of the time necessary for each activity in the session. Instructors will need to adjust time expectations and procedures for each group of participants. Group size, diversity of experiences, educational backgrounds, interest level and personal learning styles will all influence the actual presentation of each session. Instructors are encouraged to modify activities as needed but are reminded to respect the diverse learning preferences represented in any group of participants. Activities used in this training must role model for participants the diverse learning opportunities that are being recommended for use with children.

Directions for activities in this guide are described in detail with the following notations:

- "Bullets" are used to focus the instructor's attention and to assist in outlining details and simplifying procedures.

- *Italic print is used to indicated suggested directions, questions or statements the instructor may choose to use in preparing participants for each activity.*

- **Bold print is used to highlight key points or content information the instructor needs to include in discussion, lecture or on newsprint.**

- Names of specific handouts that are included in this guide and that need to be reproduced for distribution to participants are underlined.

As is true for any training, the quality of the actual implementation is dependent upon the knowledge, skill level and experience of the trainer. Trainers wishing to replicate *Child Care in the Neighborhood: Caring for Children with Disabilities* should be knowledgeable about working with children with disabilities and their families, supportive of inclusion of children with disabilities in community early care and education programs and experienced in providing adult education. It is recommended that teams of trainers replicate this training so that a diverse range of expertise and experience may be shared with participants. Trainers are encouraged to employ standard best practices in adult education, including seeking ongoing feedback and evaluation from participants.

It is hoped that by following the directions and suggestions contained in this guide, trainers will offer child care providers and other early care and education professionals the opportunity to share their knowledge, reflect on their attitudes and gain new competencies to care for children with disabilities and to serve their families. Best wishes and good luck to all who endeavor in this effort!

5-Part Training Series
(2 hour sessions)

Session 1: Getting to Know Children with Disabilities		
	1.1: Exploring Our Own Feelings and Beliefs	20 minutes
	1.2: Meeting Children Who Have Disabilities	40 minutes
	1.3: The Americans with Disabilities Act and YOU	15 minutes
	1.4: Using Appropriate Language and Terms	20 minutes
	1.5: Addressing Questions and Concerns	15 minutes
	1.6: Ending the Session	10 minutes
Session 2: Ready, Set, Go: Enrolling and Caring for Children with Disabilities		
	2.1: Preparing for Caring: Learning about Each Child	30 minutes
	2.2: Reviewing the Enrollment Process	15 minutes
	2.3: Observing a New Child	20 minutes
	2.4: Using Observations of Children for Planning	30 minutes
	2.5: Identifying and Working with Community Resources	15 minutes
	2.6: Ending the Session	15 minutes
Session 3: Understanding the Family Perspective		
	3.1: Open Ended Statements about Families	20 minutes
	3.2: Understanding Developmental Nature of Parenting	15 minutes
	3.3: When a Child Has a Disability	20 minutes
	3.4: Impact of a Child with a Disability on Real Families	15 minutes
	3.5: Communicating with Families	30 minutes
	3.6: Ending the Session	15 minutes
Session 4: Adapting Activities for All Abilities		
	4.1: Developmental Play Activity	20 minutes
	4.2: Adapting Activities and Environments	60 minutes
	4.3: Observing Adaptations in Practice	30 minutes
	4.4: Ending the Session	10 minutes
Session 5: Supporting Language and Social Development		
	5.1: Children with Disabilities Need Friends, Too!	15 minutes
	5.2: Revisiting Language and Social Development	20 minutes
	5.3: Increasing Children's Awareness of Disabilities	30 minutes
	5.4: Enhancing Language and Social Interactions	30 minutes
	5:5: Ending the Series	25 minutes

4-Part Training Series
(2 1/2 hour sessions)

Session 1: Getting to Know Children with Disabilities		
	1.1: Exploring Our Own Feelings and Beliefs	20 minutes
	1.2: Meeting Children Who Have Disabilities	40 minutes
	1.3: The Americans with Disabilities Act and YOU	15 minutes
	1.4: Using Appropriate Language and Terms	20 minutes
	1.5: Addressing Questions and Concerns	15 minutes
	2.2: Reviewing the Enrollment Process	*15 minutes*
	2.5: Identifying and Working with Community Resources	*15 minutes*
	1.6: Ending the Session	10 minutes
Session 3: Understanding the Family Perspective		
	3.1: Open Ended Statements about Families	20 minutes
	3.2: Understanding Developmental Nature of Parenting	15 minutes
	3.3: When a Child Has a Disability	20 minutes
	3.4: Impact of a Child with a Disability on Real Families	15 minutes
	2.1: Preparing for Caring: Learning about Each Child	*30 minutes*
	3.5: Communicating with Families	30 minutes
	3.6: Ending the Session	10 minutes
Session 4: Adapting Activities for All Abilities		
	4.1: Developmental Play Activity	20 minutes
	2.3: Observing a New Child	*30 minutes*
	4.2: Adapting Activities and Environments	60 minutes
	4.3: Observing Adaptations in Practice	30 minutes
	4.4: Ending the Session	10 minutes
Session 5: Supporting Language and Social Development		
	5.1: Children with Disabilities Need Friends, Too!	15 minutes
	2.4: Using Observations of Children for Planning	*30 minutes*
	5.2: Revisiting Language and Social Development	20 minutes
	5.3: Increasing Children's Awareness of Disabilities	30 minutes
	5.4: Enhancing Language and Social Interactions	30 minutes
	5:5: Ending the Series	25 minutes

Session 1: Getting to Know Children with Disabilities

Participants will ...

- Observe the vast range of differences and abilities of children who have identified disabilities.
- Explore their own feelings, fears and concerns about working with children who have disabilities and their families.
- Identify advantages to including children with disabilities in their programs as well as potential barriers that they may encounter.
- Become familiar with the Americans with Disabilities Act and its implications for child care providers and programs.
- Identify appropriate terminology to use when discussing individuals who have disabilities.

Materials Needed:

Feelings & Beliefs about Including Children with Disabilities handouts
3 X 5 cards
Basket to collect cards
Child Care in the Neighborhood video, "The Kids"
Newsprint or flip chart
Markers
Understanding the ADA brochures (or other substitute article)
Using Appropriate Language cards (in envelopes)
Choosing Words with Dignity handouts
Myths, Fables, and Fears handouts (pages 111 -115 in *Training Manual*)
Family Stories
Carry-Over Assignment, Gathering Information

Activity 1: Exploring Our Own Feelings and Beliefs (20 minutes)

1. Disseminate Feelings & Beliefs about Including Children with Disabilities surveys and ask participants to complete individually. Participants should then set the surveys aside for review at the end of the session.
2. Ask participants: *Is there any one statement with which you strongly agreed or disagreed? Why?* Allow approximately 5 minutes only for a brief discussion of one or two statements.
3. Pass out 3 X 5 cards to each participant and ask them to write down one fear or concern on each card that they have about including a child with a disability in their program. These cards will be collected and discussed later on during the session.

Activity 2: Meeting Children Who Have Disabilities (40 minutes)

1. View the 10 minute video segment, "The Kids."
2. Ask participants to recall the statements made by providers and parents in the video on the importance of including children with disabilities in child care. Encourage participants to recall both positive feelings and fears expressed by parents and providers alike.
3. Identify the "stakeholders" (or people affected) by inclusion. Ask for participants input and write them on newsprint. The list should include:
   - child with a disability
   - other children in the group
   - parents and family members of the child with a disability

- other parents and family members of the other children
- direct caregivers or child care providers
- administrators and program as a whole
- other service providers working with the child with disability and family
- community as a whole

4. Ask participants to consider the advantages of inclusion for these "stakeholders" either individually or collectively. These may be listed in a general way or may be developed into a chart (as described on pages 9-10 in the *Training Manual*).
5. Ask for barriers to inclusion and list in the same manner as used for advantages.
6. Remind participants to write down any question or concern that they would like discussed. These will be collected later and time will be allocated at the end of the session for these discussions.

Activity 3: The Americans with Disabilities Act and YOU (15 minutes)

1. Pass out the brochure, *Understanding the ADA: Information for Early Childhood Programs.* (Other articles about ADA and its impact on early childhood care and education programs may be used as substitutes.)
2. Ask participants any of the following questions to stimulate discussion around what this federal law means to them:
   - *How many people have heard of ADA? What do these initials stand for?*
   - *What does the Americans with Disabilities Act mean to you and your child care program?*
   - *How does the federal law ADA effect you as a person living here in the United States?*
   - *What does ADA mean to people who have disabilities?*
3. Encourage participants to ask questions and respond accordingly. If any questions arise that are ambiguous or difficult to answer, suggest possible ways to research the solution. The following **key points** should be made about ADA and its impact on child care providers in the ensuing discussion:
   - **ADA is a federal civil rights law that prohibits all public accommodations from discrimination on the basis of disabilities.**
   - **All child care providers and programs must be open to accepting application from all children and families seeking child care services regardless of the child's disability.**
   - **The Office For Children regulations are in full compliance with ADA.**
   - **Reasonable accommodations vary according to specifics about the child and family's needs and the child care provider's ability to make modifications.**
4. Collect 3 X 5 cards in a basket. During the next activity when participants are working in pairs, review cards and organize them according to types of concerns or questions. These will be briefly addressed at the end of the session.

Activity 4: Using Appropriate Language and Terms (20 minutes)

1. Ask participants to find a partner and pass one envelope to each pair. Explain that *language can be a tool for empowerment--and it can be used to hold back knowledge from the uninitiated. The ADA models appropriate language to use when referring to individuals with disabilities that reflects respect and dignity for each person.*
2. Each envelope contains 12 slips of paper, each with one descriptor of a child with a disability. Partners are asked to categorize each descriptor as either appropriate or

inappropriate to use when referring to a child. Allow approximately 5 minutes to discuss reasons for how they sort these descriptors. Remind them that *there are no right or wrong answers and that there may be differences in opinion on which terms are appropriate.*

3. After 5 minutes, ask participants either one of the following questions to initiate discussion:
   - *Which descriptor did you feel was the most unacceptable or inappropriate?*
   - *Which descriptor would you be most comfortable in using?*
4. Allow approximately 10 minutes of discussion about these terms. If discussion slows, ask participants how they felt about a specific descriptor that has not yet been mentioned. Many participants have strong feelings about some of these terms; allow them the opportunity to share their reactions and experiences.
5. The following are **key points** that should be made during this discussion:
   - **The child should always be mentioned first before the disability.**
   - **Negative terms or connotations should not be used.**
   - **Descriptors should be used that are not judgmental in nature nor too vague (even if positive).**
   - **"Children with special needs" is acceptable and widely used; however, ADA recommends using "children with disabilities" since special needs refers to the need for special education and not necessarily disabilities.**
   - **Of the 12 descriptors, the four most appropriate terms are: "child with physical disabilities," "child who is mentally retarded," children who are typically developing," and "child with a visual impairment."**
6. To summarize this activity, distribute the handout, Choosing Words with Dignity, and emphasize key points with examples.

Activity 5: Addressing Questions and Concerns (15 minutes)

1. Ask participants to revisit the surveys that they completed at the beginning of this session. Ask them to individually consider whether or not they would change any of their responses.
2. In the large group, ask for volunteers to share any example of one statement that they now feel differently about as a result of this session. To facilitate discussion, any of the following questions could be posed:
   - *Did you change any feelings or beliefs during this training sessions? In what way? What made you change?*
   - *Did you learn anything new during this training session that caused you to change your feelings or beliefs?*
   - *Were any of your feelings or beliefs reinforced during this training session? Which ones? How?*
3. Depending upon time available, begin to address some of the fears, concerns or questions that participants identified on the 3 X 5 cards. Begin with the most frequently asked questions. Highlight those concerns that have been already discussed or mentioned during the session. Also, mention that many issues may not be resolved by one person alone and that it would require a team effort of all those involved.

Activity 6: Ending the Session/Explaining the Carry-Over Assignments (10 minutes)

1. End the session by either asking participants to complete a session evaluation or by reviewing the Carry-Over Assignments that will be an ongoing feature of this training series.

2. As a carry-over assignment, participants are to focus on a single child with a disabilities, his/her family and child care providers throughout the entire training series. This child and family may be one with whom the participants are currently working or may be a hypothetical one supplied as a case study.
3. Allow 5 minutes for participants to consider a child and family known previously or to select a child and family from distributed profiles.
4. Distribute the first Carry-over Assignment, Gathering Information, and review.

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Feelings & Beliefs about Including Children with Disabilities

Circle the number which indicates how you feel about each of the following statements.

1 = Agree 2 = Unsure 3 = Disagree

1.	Many of the things child care providers do with typical children are appropriate for children who have disabilities.	1	2	3
2.	The behavior of a child with a disability requires more patience from a provider than does the behavior of other children.	1	2	3
3.	Only people who are specially trained should work with children who have disabilities.	1	2	3
4.	Inclusion of children with disabilities will foster understanding and acceptance of differences among people.	1	2	3
5.	When caring for children with disabilities, it is important to focus on what the child can not do so that you can better help the child.	1	2	3
6.	When typically developing children play with children who have disabilities, it is likely they will make fun of the children who have disabilities.	1	2	3
7.	Children with disabilities learn new skills best while playing with typically developing children who do not have disabilities.	1	2	3
8.	The extra attention children with disabilities require will take away from the other children.	1	2	3
9.	Parents who have children with disabilities want the same things for their children as all other parents do.	1	2	3
10.	It is important to establish separate special services for people with disabilities so that they do not feel out of place and can have all their special needs met.	1	2	3

Using Appropriate Language Cards

Copy this page and cut out each descriptor. Place all 12 slips of paper into an envelope.

CC200/CCN

Child with physical disabilities

Developmentally delayed child

Children who are typically developing

Child confined to a wheelchair

Child with a visual impairment

Child who is aggressive

Child who is mentally retarded

Deaf child

Child with a handicap

Normal children

Children with special needs

Child who is bright

Handout 7: Choosing Words with Dignity, page 2

This page presents suggestions for language preferred by people with disabilities. Not only is equality everyone's civil right, using appropriate language is common courtesy.

Use Affirmative Phrases	Don't Use Negative Terms
YES!	NO!
✓ people with disabilities	✗ the handicapped; the disabled
✓ person who is blind; person who is visually impaired	✗ the blind
✓ person who is deaf; person who is hard of hearing	✗ suffers from a hearing impairment
✓ person who has multiple sclerosis	✗ afflicted with MS
✓ person with cerebral palsy	✗ CP victim
✓ person with mental retardation	✗ retarded; mentally defective
✓ person who uses a wheelchair	✗ confined to a wheelchair; wheelchair *bound*
✓ person without disabilities	✗ *normal* person (implies person with a disability isn't normal)
✓ unable to speak; person who is nonverbal	✗ dumb; mute
✓ seizure	✗ fit
✓ successful; productive	✗ courageous (implies the person is a hero or martyr)

Do not use words or phrases like cripple, lame, vegetable, retard, he's mental, *those* children.

Carry Over Assignment: Gathering Information

Imagine that the child and family selected are enrolling in your program for the very first time. Think about the information you would share with them about your program and the information you would want to gather about the child and his/her family.

Information I would share ...

Information I would gather ...

Session 2: Ready, Set, Go: Enrolling and Caring for a Child with Disabilities

Participants will ...

- Learn about planning to care for each individual child with a disability.
- Develop questions to ask parents about their child.
- Use observation skills to plan for a child.
- Identify an plan to work with community resources.

Materials Needed:

Enrolling and Caring for a Child with Disabilities handout
Newsprint or flip chart
Markers for each group
Child Care in the Neighborhood video, "The Basics"
Child Care 2000 video
Modifying Activities worksheets
Masking Tape
Information to Gather and Share worksheet
Information to Gather About A Child With Disabilities handout
Community Resources handout
Support Services handout (pages 87-88 in *Training Manual*)
Carry-Over Assignment, Finding Local Resources

Activity 1: Preparing for Caring: Learning about Each Child (30 minutes)

1. Introduce the activity by telling participants: *We are going to begin today by thinking about enrolling a new child in your program. On the worksheets provided, record the information you would share about your program or family child care home and the information you would need from parents, before you enroll a new child.*
2. Distribute Information to Share and Gather worksheets. Post flip chart model.
3. Break into small groups (4-6 people). Have each group identify a recorder and speaker. Distribute newsprint to each group to record their responses. Allow approximately 10 minutes.
4. Regroup and have one group share their responses. Ask the other groups to add information or comment on responses.
5. Use sample sheet to fill in any other information.
6. Have participants return to same small groups.
7. Tell participants: *Now, we are going to think about enrolling a child with disabilities. Respond to the same questions: What information would you share? What information would you need to gather?* Allow approximately 10 minutes.
7. Regroup and have one group share responses. Ask the other groups to add information or comment on responses.
8. Distribute Information to Gather About A Child With Disabilities handout.
9. The following are **key points** that should be made during this discussion:
   - **The success of a family's placement in your program is influenced by the quality of the initial interactions during the enrollment period.**
   - **You need to gather the same type of information from all families you enroll in your program. Families of children with disabilities may respond to the questions differently.**
   - **Parents are the best source of information about their children. It is important to ask parents questions in an open-ended way that will make**

them feel comfortable and not defensive.

Activity 2: Reviewing the Enrollment Process (15 minutes)

1. Introduce video. Tell participants: *We have identified some of the information to share and gather when enrolling and planning to care for a child with disabilities in your program. We are going to watch the segment of the* Child Care in the Neighborhood *video called "The Basics" which addresses preparing to enroll a child with disabilities, working with families and working with other service providers. This video will help us see how the ideas we generated are put into practice. We will not be watching the last section mentioned in the introduction about identifying children with disabilities. We will talk about this later today.*
2. View 12 minute video section, "The Basics". Note: Stop the video at the end of the third section. Do not show Identifying a Child with Disabilities. In this section a child care provider inappropriately identifies a child as having autism.
3. Ask participants: *Did they learn anything they may have thought about differently in the past? Do they have other suggestions to share?*
4. To summarize this activity, distribute the handout, Steps to Enrolling a Child with Disabilities.

Activity 3: Observing a New Child (20 minutes)

1. Tell participants: *In order to best care for each child we must use the information gathered through the enrollment process, along with our observations of the child. We are going to watch Simon. Imagine that Simon has recently entered your program. At the time this video was produced Simon was 3 and 1/2 years old.*
2. Break participants into small groups. Assign each group one of these developmental arenas to observe: motor skills, cognitive, language, and social skills.
3. Show video. Approximately 7 minutes.
4. Have each group share their observations. Record their responses. Write observations in two columns: one for those that are descriptive (what they see) and interpretative (what they think the observation means).
5. Ask participants: *I have written your comments in two separate lists. Do you see any difference between the lists?*
6. Identify the difference between descriptive and interpretative observations.

Activity 4: Using Observations of Children for Planning (30 minutes)

1. Tell participants: *We are going to use our observations to plan for Simon.* (If this activity is being included in session 5, instruct participants to use their observations of the children in the friendship video segments to plan social interaction activities. Use the Supplemental Modifying Activities worksheet.)
2. Have participants return to small groups.
3. Distribute Modifying Activities worksheet.
4. Have each group use their observations and the enrollment sheet provided to think about how they might modify the activities or environment to support Simon's development in that arena during playdough play, transitions and group time. Additionally, have participants identify what information was useful and what other information they need to know. Allow 20 minutes.
5. The following **key points** should be made:
   - **Observations need to be descriptive (what you see).**
   - **Children should be observed over a period of time.**
   - **Any outside interference that may impact the observation needs to be noted**

and accounted for.

- **Ask others for their observations.**
- **All children should participate fully in all activities at their own developmental level. Activities may need to be modified for children with disabilities to participate.**

Activity 5: Identifying and Working with Community Resources (15 minutes)

1. Ask participants: *What resources are needed by Simon and his family? What resources are needed by you and the child care program to support Simon at your program?*
2. Distribute and review Support Services (pages 87-88 in *Training Manual*) as a general list of the types of support personnel who may be involved with children who have disabilities and their families.
3. Distribute and review List of Local Resources specific to the communities served by participants.

Activity 6: Ending the Session/Carry Over Assignments (10 minutes)

1. End the session by either asking participants to complete a session evaluation or by reviewing the Carry-Over Assignment for this session.
2. Ask participants to think about the child with a disability and his/her family they have chosen to work on. Have them identify what specialists and resources would be needed by the family and what local agencies provide these services.

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Information to Share and Gather Worksheet

You are enrolling a new child in your program. Think about the information you would share about your program and the information you would want to gather about the child and his/her family.

Information I would share...

Information I would gather...

Information to Gather About a Child with Disabilities

When enrolling a child with disabilities into your child care home/program, you need to gather the following information from parents to best serve the child's needs:

- **likes and dislikes**
- **experiences with other children**
- **important people in the child's life**
- **feeding and sleeping**
- **toileting or diapering**
- **communication style**
- **behavior in new situations**
- **comforting the child**
- **medication and other special health needs**
- **adaptive equipment used**
- **other service providers working with family**

You may not be able to gather all of this information in your first enrollment meeting with a family, but you should plan to gather information during a set time called the enrollment period. You will also need to plan a means for regular communication with the family during this time to update information.

Enrolling and Caring for A Child With Disabilities

The Basics

Enrollment Process:

- Talk with the child's parents
- Ask parents and the child to visit.
- Complete regular enrollment procedures.
- Find out about the child's special needs.
- Talk with child care staff.
- Be ready to talk about the benefits of inclusion. with other children and parents.

Get to Know the Child and Family:

Ask the parent/guardian and child:

- What does your child like to do?
- What are your child's favorite toys?
- What are some good ways to comfort your child?
- Do you have safety concerns?
- How does your child communicate?

On-Going Communication with Families:

- Invite parents to visit.
- Send home children's projects.
- Make phone calls.
- Exchange a notebook.

Working with Specialists:

- Get written permission from parents.
- Share information back and forth.
- Get practical help.
- Keep in touch.
- Ask specialists for books or videos.

Modifying Activities Worksheet

Use your observation of Simon using playdough, transitioning, and participating in group time. Think about the goals you would set for him in the observed developmental skill from these typical early childhood activities. Can the goals be achieved in the existing structure? Plan how you might modify the activities, environment and/or staffing to achieve these goals. Some areas to consider are:

- Will he need more time to complete an activity?
- Will he need more or different materials?
- Will he need directions to be given differently?
- Will he need additional help from staff?
- Will he need special positioning or adaptive equipment?
- Will he need changes made to the physical space?

Developmental Skill:_____

ACTIVITY	MODIFICATIONS What could you do to help Simon be more successful?	INFORMATION USED What did you already know about Simon?	INFORMATION NEEDED What additional information do you need to know?
Playing with Playdough			
Transitioning to Circle			
Participating at Circle Time			

Carry-Over Assignment: Finding Local Resources

Think about the child and family you prepared to enroll for at the end of Session 1. What resources does the family need to support them in caring for their child with a disability? What supports are needed by the child to stimulate his/her development? What supports will you need to support the child's successful placement at your program? Identify the local agencies in your community who would be most likely to provide these supports.

Supports Needed by Family:

Supports Needed by the Child:

Supports Needed by the Child Care Placement:

Session 3: Understanding the Family Perspective

Participants will...

- Look at parenting from a developmental perspective.
- Examine the impact on the family when a child has a disability.
- Review the stages of grief and acceptance.
- Learn to communicate with families in ways which show understanding of their developmental stages, and individual family needs.

Materials Needed:

In Our Family handout
Galinsky's Stages of Parenthood handout
Parental Stages When a Child has a Disability handout
Gifts of Love video, *"Lucas"*
Child/Family Profiles handout
Ellen and Bobby's Story handout
Vignettes and Vignettes Worksheet handout
Newsprint
Markers
Carry over Assignment, Considering the Family Perspective

Activity 1: Open Ended Statements about Families (20 minutes)

1. Ask participants to respond individually to statements about how they and their own families react to major life events, using In Our Family, worksheets provided.
2. In the large group, ask participants to share some of their responses. Keep this discussion brief, having participants share a few responses for each statement.
3. Facilitate discussion about how families' responses might change if they have a child with a disability. For example, refer to "Our family has the most fun doing..." and ask *How might your answer change if a family member has a physical or cognitive disability?*

Activity 2: Understanding Developmental Nature of Parenting (20 minutes)

1. Pass out Galinsky's Stages of Parenthood.
2. Present "mini" lecture on stages, illustrate with personal anecdotes prepared in advance.
3. Ask participants to think about what stage their family is in based on In Our Family handout. The following **key points** should be made in the lecture:
   - **Parents go through developmental phases just as children do.**
   - **Parents need to learn and process parenting skills.**
   - **Providers must remember that not all parents are at the same stage at the same time, even if the children are the same age.**
   - **Parents form and reform images of "ideal" children. These images may be unrealistic and cause conflict or unhappiness.**
   - **Parents do not always progress smoothly or sequentially through stages.**

Activity 3: When a Child Has a Disability (20 minutes)

1. Pass out Parental Stages When a Child has a Disability.
2. Present "mini" lecture on grieving and acceptance, likening this experience to stages people go through when a death occurs. **Stress that these stages are superimposed over typical parental development.**
3. Lead a discussion of these stages using anecdotes or experiences contributed by participants. These **key points** should be made:
   - **Child care providers must understand what parents are experiencing in order to support them and create partnerships that ensure quality care.**
   - **Just as with typical stages, parents move through stages of grief at their own pace.**
   - **Parents return to some stages over and over triggered by developmental milestones, transitions, family changes etc.**

Activity 4: Impact of a Child with a Disability on Real Families (20 minutes)

1. View video of "Lucas".
2. In large group process what parental/grief stage this family is in. Ask how can child care help.
3. Break participants into small groups. Distribute family/child profiles. In groups *discuss what stage family is at, what their needs are, how these may differ from families of typically developing children, what additional supports are needed and how to access them, what do they need from child care providers.* **Key points** to be made:
   - **Family goals, wishes and needs are usually the same whatever the child's ability.**
   - **How to achieve goals may be different and require, some adaptations and flexibility.**
   - **Community based child care can "normalize" family experience.**
   - **Child care providers need detailed information about every child and family in order to provide quality care.**

Activity 5: Communicating with Families (30 minutes)

1. Pass out Ellen and Bobby's Story to all. Ask for volunteer to read Ellen's story.
2. Break into small groups, give each group one vignette. Ask participants to decide what is good/appropriate, or negative communication in the vignette. What language or ideas would help a family feel included. Write this on Vignette Worksheet provided.
3. Have a volunteer from each group read their vignette. As a large group decide if this statement/attitude fosters inclusion.
4. On newsprint, write some guidelines for effectively communicating with families. The list should include:
   - **Respect for individual values, priorities, cultures.**
   - **Families know the most about their children.**
   - **Families want to be treated as "real" people not disabilities or stereotypes.**
   - **Focus on child's strengths, not what he can't do.**

Activity 6: End of the Session: Questions and Assignment (10 minutes)

1. Ask for questions and pass out evaluations if this session is a single workshop.
2. Pass out Considering the Family Perspective worksheet. As a Carry Over Assignment, participants are to answer the questions in relation to the family/child they have been following in this training series.

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Galinsky, Ellen, "Parents and Teacher-Caregivers: Sources of Tension, Sources of Support." **Young Children** March 1988 (4-11).

Richmond, Susan, "People with Disabilities and their Families Know What's Best." **Children Today** 1994 (27).

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In Our Family ...

Please complete each of the following open ended statements with your own family in mind:

1. When a baby is born in our family, we ....

2. In our family, important decisions are made by ....

3. What we value most in our family is ....

4. The one thing that has made my parents most proud of me is ....

5. Our family has the most fun doing ....

Developmental Stages of Parenting

Source: Ellen Galinsky, *The Six Stages of Parenthood*, (Reading, MA: Addison-Wesley Publishing Company, Inc. , 1987).

1. **Image Making Stage**
   - accepting pregnancy
   - preparing for parenthood
   - preparing for the birth

2. **Nurturing Stage**
   - reality of the birth
   - changing sense of self
   - shifting relationships
   - changing as baby changes
   - decisions about child care

3. **Authority Stage**
   - precipitated when child communicates better and moves into wider world
   - identity as parent is secure but questioning what kind of parent
   - wonders when to say yes or no and how to enforce decisions
   - confronts issue of power when there are no pre-established rules or procedures
   - begins to see child as separate from themselves

4. **Interpretive Stage**
   - begins by evaluating the past and preparing for changes to come
   - major task is to interpret the world to their children
   - continues to define the separateness and connectedness of their relationship
   - ends with the approach of teenage years (12-13 years)

5. **Interdependent Stage**
   - begins with the onset of adolescence
   - often described as moments of pride and moments of pain
   - children often described as "half children" and half adults"

6. **Departure Stage**
   - parents take stock of the whole experience of parenthood
   - redefine their identities as parents with grown-up children
   - measure out their accomplishments and failures
   - ponders what to do and what to expect next

Common Stages, Emotions and Behaviors Experienced by Parents of Children with Disabilities

STAGE	PARENT FEELINGS/REACTIONS	EXAMPLES
Shock, Disbelief	Can this really have happened to us? Confusion, I don't understand. Paralysis.	"This isn't the child I planned on. "What will happen to him?" "What will I tell people?"
Denial, Bargaining	This can't be true. The doctors have made a mistake. I won't accept this. It will get better. Need to buy time.	"I will give up anything to make her all right." "I'm taking him to another doctor." "He'll outgrow it."
Anger, Depression	Fury, resentment at self, spouse, the child. Abusive towards professionals who gave the 'news.' Rupture in important relationships. Helplessness, sadness, mourning.	"It's your fault." "You're a liar, incompetent, don't care." "How can I go on?" "Our lives are ruined."
Acceptance	This is who child is. Child has different needs than anticipated. Ready to hear what help, supports are available.	"He may be different, but he's my child and love him." "She can have a good, happy life." "I need to find services, supports."
Reorganization	Changes in lifestyle, goals and expectations. Making a plan. Time to get moving.	"I want him to be happy and accepted." "It's not the way I thought it would be, but it's OK."

Child Profiles

Rachel **Age: 6 months**

Rachel is the much longed for, adorable six month old daughter of Leah, a 40 year old single mother. Leah is an attorney who arranged two months of maternity leave and had child care selected at the most sought after center in town. Rachel was born three months prematurely, weighing three pounds. After a long hospitalization in the neonatal intensive care unit, Rachel who is quite a fighter, came home still on a respirator and with a feeding tube. Leah's planned two month leave has stretched into six months. The center she had originally selected didn't feel qualified to care for Rachel and Leah was afraid to push them. She wonders if anyone else can take care of Rachel, love her and keep her safe. On the other hand, Leah says she hardly knows who she is anymore and needs to get back to work and find out.

Mark **Age: 7 years, 3 months**

Mark is a healthy, attractive seven year old boy. He is in second grade and enjoys learning and participating in all the classroom activities. He is a very social boy, interested in his peers and the first to volunteer for games and projects. Mark watches his classmates closely to see what they are doing and to gauge their reactions to him. Mark is deaf and uses American Sign Language and lip reading to communicate and comprehend. He has an interpreter in class, but lately tries to manage without him as much as possible. Mark's teacher has suggested that he attend an after school program at the school for more socialization opportunities. His parents are not comfortable with this idea. They are afraid children will ignore him or be cruel. Angie, Mark's mother, says he needs her with him any time he's not in school.

Ellen and Bobby

I'm Ellen and I have a four year old son, Bobby. Bobby loves Power Rangers, mice and karate. He likes painting and playdough and using his tools. He has a great sense of humor and can always make me laugh. My friends kids and kids in our neighborhood usually like him and enjoy playing with him. He has not been in school yet, but is eager to go. Right now, Bobby needs a wheelchair to get around. He's working with a physical therapist and we hope that someday he will be able to walk. Some of his disabilities are forever though. He has limited vision and wears a patch over one eye. One side of his face looks lopsided and he drools. Sometimes it takes him longer than other children to understand what's going on. He's still Bobby though, and even though his right arm shakes a bit, he can swing his hammer like a pro. I want Bobby to be just like any other kid and have the experiences all kids have. I want both of us to be treated like any other parent and child.

Vignettes

Vignette 1: Enrolling Bobby

I saw a notice in the doctor's office about federal laws that say children with disabilities can be included in regular child care. I called the center my nephew goes to and asked if they had any openings. The director said yes, so I told her all about Bobby and mentioned that he had disabilities. She sounded nervous and said, "I'll have to think about whether this is the best place for him. Also, you will need to speak to our social worker before we make a decision."

Vignette 2: Meeting the Social Worker

Martha, the social worker said that Bobby and I should come to school for a visit and meet her. I asked her if she knew anything about Bobby's special needs. She said, "not really, but I want to learn as much as I can." When we got to school, she squatted down, looked Bobby in the eye and held out her hand to shake his. Then she said, "Bobby,are you looking forward to coming to school? I think you will have a lot of fun here."

Vignette 3: The First Day

On Bobby's first day, I went along. We met the assistant teacher in the hallway just as we walked in. She was so friendly and seemed really glad to see me. She talked for quite awhile, but never once spoke to Bobby. It was as if he wasn't even there. Then she said to me, " so what does Bobby like to do in school?" I said, " I'm not the new student. You need to ask Bobby that question."

Vignette 4: Riding the Bus

From the start, the bus driver treated Bobby and me like "regular" people. She almost always has something good to tell me about Bobby, like, " He's got a great sense of humor. He told me a joke that had me laughing all morning." I can tell that she has taken the time to get to know Bobby and that she likes him and thinks he's a good kid. Yesterday, she told that he seemed a little sad when he got on the bus, but that they had talked and then he felt better.

Vignette 5: Meeting the Educational Coordinator

Tom, the educational coordinator asked me to come in and discuss program goals for Bobby. He kept talking about how hard it is to teach children who are blind about letters, colors, numbers, spatial concepts and on and on. Finally I said, " Are we talking about Bobby, what he can and can't do and how to help him learn more, or are you saying that you can't teach him here?"

Vignette 6: The Volunteer

I went to a parent meeting and one of the other mother's came up to me. I was excited thinking she wanted to me meet and make me feel welcome to the program. She told me that she spends time in Bobby's classroom every week and that she likes him a lot. " He's so brave and never complains about everything being so tough for him. You must be a very special person to bear such a burden."

Think about Ellen and Bobby's story. Each of you has been given a vignette about an interaction Ellen had with one of the people involved with caring for Bobby. In your group decide what was positive and or negative about the interaction and write it down. If necessary try to restate the interaction in a way that makes this family feel included.

Enrolling Bobby:
Positives and or negatives_____

_____

_____

What else could you say?_____

_____

_____

Meeting the Social Worker:
Positives and or negatives_____

_____

_____

What else could you say?_____

_____

_____

The First Day:
Positives and or negatives_____

_____

_____

What else could you say?_____

_____

_____

Riding the bus:
Positives and or negatives_____

_____

_____

What else could you say?_____

_____

_____

Meeting the Educational Coordinator:
Positives and or negatives_____

_____

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What else could you say?_____

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_____

The Volunteer:
Positives and or negatives_____

_____

_____

What else could you say?_____

_____

_____

Session 3: Carry Over Assignment
Considering the Family Perspective

Answer the following questions based on your knowledge and observations of the family and child you have used in your earlier assignments.

1. Which of Ellen Galinsky's Six Stages of Parenthood is this family currently in? Give some examples which show that the family is in this stage.

2. How long have you known the family? Have you seen them pass from one stage to another? If yes, describe what happened. What difficulties were encountered?

3. How can you communicate your understanding of the developmental nature of parenting to the families you work with? Talk about the language you might use, the setting for the conversations, etc.

4. What supports can child care providers offer parents as they navigate through stages? What outside resources might you direct families to?

Session 4: Adapting Activities for All Abilities

Participants will...

- Develop an understanding of developmentally appropriate practice as tool to plan for all children.
- Use knowledge of child's interests, abilities and developmental goals to adapt curriculum activities and learning environment.

Materials Needed:

Blocks or other constructionist play material
Index cards
Child Care in the Neighborhood video, "The Kids", "Adaptations"
Classroom and Furnishing Models
Child description slips
Common Adaptations handout
Flip Chart or Newsprint
Markers
Carry-Over Assignment, Adapting Activities and Environment

Activity 1: Developmental Play Activity

1. Divide participants into three small groups and ask each group to sit in a different corner of the room on the floor. As they are moving about, distribute to each group a large amount of blocks and one container. (Other constructionist play materials such as recycled materials may substitute for blocks. However, it is important that each group receive the same materials.)
2. Once participants have settled in their groups, assign groups one of the following ages of children:

   18 months, 3 and 1/2 years, 5 years (for preschool providers)

   or

   5 years, 7 years, 9 years (for school-age providers)
3. Have participants play with the blocks on the floor in the same way that they expect children of the assigned age. Allow approximately 5 minutes for participants to play.
4. As participants are playing, they are to consider the answers to the following questions (which may be written on newsprint):
   - *What are you learning through this play?*
   - *What additional materials would you like?*
   - *How could an adult interact with you to expand this play?*
5. Have participants discuss answers to these questions as a group. Allow approximately 5 minutes. (They may play and talk at the same time.)
6. Ask each small group to share their answers with the large group. During the discussion, highlight relevant points about each developmental level of play, comparing and contrasting between each age group. Allow approximately 10 minutes.
7. These **key points** should be addressed:
   - **Development is a continual process. Children typically develop one set of skills that are incorporated into the development of a new set of skills.**

- **Although, we can observe and isolate the use of specific individual skills, all skills are being developed simultaneously as a child engages in play.**
- **The adults' role is to provide children with materials that will stimulate development. Materials should be open-ended to allow a child to succeed by whatever play pattern he/she uses.**
- **Additionally, when adults use open-ended questions, they stimulate the development of children's language and cognitive abilities.**

8. Ask participants to return to their groups. Distribute child description slips. Have them discuss how they would include the child in the same play activity.
    - *18 month old: Child with cerebral palsy who can not sit on the floor, able to swipe at objects but has difficulty grasping/releasing blocks.*
    - *3 and 1/2 year old: Child who has only minimal light perception and who wants to do "everything" herself.*
    - *5 year old: Child who has limited attention span of about one minute, moves about frequently, and pushes other children when he wants an object they are playing with.*
    - *7 year old: Child with hearing impairment, uses sign language to communicate.*
    - *9 year old: Child who has difficulty processing and utilizing information received through his senses from his environment.*
9. Regroup and discuss ideas generated.
10. The following **key point** should be made:
    - **All children can participate in all activities.**
    - **Adults need to observe each child and understand their individual play patterns.**
    - **By adapting activities to meet a child's play style and interests, adults can provide materials and goals to stimulate all areas of a child's development.**

Activity 2: Adapting Activities and Environments (60 minutes)

1. Break into small groups of 4-6 participants by the age group and type of care provided.
2. Distribute Flannel board or cardboard models of classrooms.
3. Have participants work together to design a typical space using the cut out pieces of furniture which include: pieces for gross motor, block area, housekeeping, books, art and large group areas. Allow approximately 10 minutes.
4. Tell participants: "*We are going to use this model of a space to think about including children, shortly.*"
5. Pass out index cards to each group. Have each group identify 3 activities, other than small block play that would typically happen in their programs. Allow 3 minutes.
6. Tell participants: "*We are going to use the activities you suggested and spaces you created to plan adaptations for children we will observe in a video. Each group will be assigned a specific child to observe. Remember,when you observe the child, focus on what you see them doing. Think about their strengths and developmental goals.*"
7. Assign each group a child from the *Child Care in the Neighborhood* video, "The Kids" section.
8. View the 10 minute video segment.
9. Direct participants by telling them, "We have just observed some children who are enrolled in a child care program. Think about the child you observed and plan adaptations that would support the child's ability to participate in the activities you chose.

Sometimes, you will need to make adaptations to the environment in order for a child to fully participate." Allow 30 minutes.

10. Guide participants by asking the following:
    - *What are the goals for this child when engaged in this activity?*
    - *What skills does the child have that will help them succeed in the activity?*
    - *What supports will they need to help them with the activity? special materials? instructions? furnishings?*
    - *What supports will be needed to help the child complete the activity? to clean up? transition to the next activity?*
    - *Can this child enter your classroom?*
    - *Can the child easily move within the space?*
    - *Can the child reach and secure materials?*
    - *Are activities located in spaces that all children can use?*
11. Regroup and have participants share their ideas. Allow 10-15 minutes.
12. The following **key points** should be made:
    - **Including children with varying abilities, skills and learning preferences in the same activity require that activity to be open-ended with flexibility in expected responses of the children.**
    - **Each child reacts to the physical space differently, based on their interests, abilities, skills and learning preferences. The physical environment shapes the child's ability to successfully attend to tasks and activities.**

Activity 3: Observing Adaptations in Practice (30 minutes)

1. Introduce the "Adaptations" video segment (17 minutes) by telling participants: *"We all shared some great ideas about how to adapt activities and the environment so all children can successfully participate. We are going to watch a segment of the Child Care in the Neighborhood video called "Adaptations". This will help to reinforce these ideas as well as to help us think about each adaptations for specific parts of the day."*
2. Ask participants: *"'What adaptations did you observe during:*
    - *circle*
    - *free play*
    - *mealtime*
    - *outdoor play*
    - *transitions'"*
3. Distribute Common Adaptations hand-out
4. Summarize by reinforcing these ***key* points:**
    - **Adaptations to include children with disabilities are not much different then the adaptations we have to make to include all children. For all children we have to think about their individual interests, abilities and needs and plan accordingly.**
    - **All areas of a child's development should be stimulated throughout the day through a variety of experiences.**
    - **Although these adaptations were shown during specific activities, the same adaptations can be applied to all adaptations. When making adaptations, you need to think about the child's abilities and the goal for the child at that time.**

Activity 4: Ending the Session/Carry Over Assignments (10 minutes)

1. End the session by either asking participants to complete a session evaluation or by reviewing the Carry-Over assignment for this session.
2. Ask participants to think about the child with a disability and his/her family they have chosen to work on. Have them identify three activities they typically do at their program and plan adaptations that would help the child to successfully participate. Identify changes in the environment that must happen, as well.

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Session 5: Supporting Language and Social Development

Participants will...

- Understand language acquisition and its relationship to social development.
- Understand the importance of socialization for children with disabilities.
- Consider strategies for enhancing language and social interactions.
- Learn how to incorporate disabilities related activities into typical preschool curricula.

Materials Needed:

Friendship Video, "Jared, Joey, Sandy"
Newsprint
Tape
Markers
Language/Social Milestones slips, 2 sets (2 months to 4 years) (5 to 9 years)
Premade poster or overhead with milestones in correct order
Integration Training Kit
Questions and Situations handout
Index cards with Sample Responses
Blank index cards
Responding to Questions handout
More Alike Than Different handout (pages 105 - 106 in *Training Manual*)
Favorite children's book inclusive of people with disabilities
It's a Wonderful World video
Training Series Evaluation Form

Activity 1: Children with Disabilities Need Friends, Too! (15 minutes)

1. Show video segment , illustrating friendship relationships of children of varying ages.
2. In large group, ask the following questions and record responses on newsprint:
   - *What did you see?*
   - *What are the similarities/differences in social interactions between children with disabilities and children who are typically developing?*
   - *How important is friendship for social development and positive self esteem for children of these various ages?*

Activity 2: Revisiting Language and Social Development (20 minutes)

1. Break into small groups (only 3 to 4 participants) or in pairs.
2. To each group, distribute strips with 12 different language and social milestones, newsprint and tape.
3. Have participants place them in developmentally appropriate order on newsprint.
4. Ask for one group to share their order.
5. Facilitate discussion of why or why not this list is in correct order. Have newsprint prepared with milestones in correct order to share with group. **Key points** to be made:
   - **It is difficult to create developmentally appropriate curricula and environments without a knowledge of child development.**

- **Language and social domains are interwoven and difficult to separate. Skills in both are critical for friendship development.**

Activity 3: Increasing Children's Awareness of Disabilities (30 minutes)

1. Divide participants into three groups and direct them to move to three different corners of the room. In each corner, there will be selected materials from the Integration Training Kits. One area will have adapted equipment (head pointer with paint brush, loop scissors, universal cuff with crayon, pencil with grips, communication board); the other area will have the books (*Owl Moon*, *Popsicles Are Cold*, *Who Am I?*, *Grandma's Wheelchair*); and the third area will have the adapted eating utensils (Thumbs Up Cup, adapted spoon, scooper dish and MacDonald's Menu in Braille).
2. Directions to the participants are simply to design how they would incorporate these materials into their typical early childhood curriculum activities. Encourage them to consider developmentally appropriate activities that they already use and to be creative in expanding these activities.
3. Ask participants to answer the following questions as they develop their activity plans:
   - *In what typical activities could these materials be included?*
   - *What additional materials would you use or have available for children?*
   - *How do think the children will respond to this activity and these materials?*
4. Allow 10 minutes for discussion within the groups.
5. Ask each group to describe their activity plans with the large group.
6. **Key points** to be made which should be illustrated by these activity plans include:
   - **Adaptive equipment and books inclusive of people with disabilities should NOT be introduced by emphasizing the disability but rather should be included just as another way of doing things in this world.**
   - **Awareness of people with disabilities should be just a part of the natural early childhood environment which reflects the real community.**
   - **Handling adaptive tools helps to "demystify" them.**
   - **Children usually find adaptive tools "interesting" and "exciting." These tools can help them discover new ways of accomplishing every day tasks.**
   - **These activities and equipment can be included in a classroom even if there is not a child with a disability.**
7. To summarize and lead into the next activity, emphasize that *frequently children may ask questions or express feelings about people and disabilities that we all need to address in a comfortable, positive, and open way.*

Activity 4: Enhancing Language and Social Interactions (30 minutes)

1. Break into small groups.
2. Distribute index cards with sample responses written on them. (See Sample Responses handout and be sure to put them on index cards prior to training.)
3. Read a statement. Ask participants to decide in their group which response they would make.
4. Read some responses. Facilitate group discussion about which are respectful teaching tools that are meaningful to young children, which are not and why. *Stress, adults model appropriate, affirming language. Children with disabilities can practice appropriate ways to communicate and socialize with peers. Children who are typically developing learn respect for all.*

5. On newsprint, generate a positive, appropriate response to statement.
6. Read, respond and process one statement at a time. **Key points** to be made:
   - **There are many ways to respond to situations and questions.**
   - **Both spoken and body language convey meaning and foster socialization.**
   - **Some responses put an end to friendship facilitation, some further it.**
   - **Our job, as child care providers is to model strategies that enhance socialization for typically developing children, as well as children with disabilities.**
   - **Differences in age, developmental level, length of time in program and other factors may influence teacher responses.**
7. Distribute handout, Responding to Questions.

Activity 5: Ending the Session (25 minutes)

1. Bringing a training series and/or session to closure is an important part of the learning experience both for participants and the instructor. Select a closing activity that is comfortable for the instructors and "fits" the training atmosphere created by the participants. The following are possible activities to choose:
   A. Distribute the handout More Alike Than Different (pages 105 - 106 from the Training Manual) and highlight key sections of this article such as Rachael's story or the guidelines to parents for creating positive attitudes about people with disabilities.
   B. Find a children's book that is inclusive of people with disabilities and "read" selected sections to participants.
   C. If you have a favorite poem, story or picture which illustrates positive attitudes about people with disabilities or the inclusion of children with disabilities, show this to participants and share your personal experience.
   D. Introduce It's a Wonderful World video (only 3 minutes in length) as a reminder of why we are all working together to support children and families. If time is available, ask participants for their reactions.
2. All trainings should end with feedback from participants about the quality of their learning experience. This is typically done through a written Training Evaluation such as the sample one included or one used by the sponsoring training agency. Also, instructors may ask for verbal feedback from participants if time allows. Ask such open ended questions as:
   - *What did you learn from this training experience?*
   - *What did you like best about this training experience?*
   - *What would you change about this training?*
   - *What will you take home from this training?*
3. End with an encouraging statement about going forth to welcome all children into their programs.

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Smiles in response to smile or voice

Discriminates and fears strangers.

Plays near other children.

Separates readily from primary caregiver.

Begins sharing, turn taking

Plays cooperatively.

Begins babbling, gurgling.

Localizes sounds.

Understands phrases and simple sentences.

Says "goodbye".

Uses complex sentences including adjectives, adverbs, prepositions.

Conceptualizes, refers to persons and places outside of immediate environment.

Questions and Situations

Annie and Ben

You are standing at the entrance to the housekeeping area, as several children enter. Annie who uses a walker is having a hard time getting around the corner. Ben looks up at you and asks, "Why can't Annie walk?" You say.....

Michael and Beth

Several children are playing in the block corner. Michael walks by and kicks over the elaborate skyscrapers the children have constructed. Beth cries, "Why does Michael always wreck everything?" You say.....

Jose and Ari

Jose approaches Ari who is whirling round and round in the corner of the room. "Hey Ari, want to hear a story?" he asks. Ari just keeps on twirling, even when Jose repeats the question two more times. "Why doesn't Ari ever talk to me," he wonders? You say.....

Popri

Popri, a new child in your program seems to stand near the fence and watch the other children rather than join them on the playground equipment. "Don't you want to play with the other children?" you ask her. "They don't like me," she answers softly. You say.....

Ibrahim and Alex

You notice that Ibrahim a boy in your class who is deaf is following Alex all around the room. Whenever Alex turns around and sees him, he shouts,"Leave me alone, quit following me." Ibrahim doesn't react and continues to follow after Alex. Alex starts to cry and says, "Why is he always bothering me?" You say....

New teacher

Gail, who has been with your program a week, comes to you and says, "Why do we have so many kids with disabilities here? Shouldn't they be in their own school?" You say.....

Sample Responses

Annie and Ben

Don't ask that Ben. It's not nice.
She can walk Ben. She just needs a walker to help her.
She was born that way.
Annie is walking with her walker, Ben. Do you mean why does she need a walker?

Michael and Beth

He doesn't wreck everything. He just kicks blocks.
Michael wants to play too and doesn't know how to ask.
Don't cry. I'll help you build another tower.
I'm not sure. Let's ask him what's on his mind.

Jose and Ari

Ari can't talk. He has autism.
It's not nice to ask questions about other children.
Ari doesn't use a lot of words, but I bet he'd like it if you showed him a book.
Ari spins when he's confused or uncomfortable. When he stops maybe you could do something together that you both like.

Popri

Don't be silly, Popri, everyone likes everyone else here.
Let me introduce you to Daniel, he likes to swing, just like you do.
You're acting like a baby. I think your scared of the kids.
It's hard to come to a new school. Soon you'll feel more comfortable.

Ibrahim and Alex

Ibrahim can't hear you, Alex. I'll teach you the signs for "please stop".
He wants to play with you, but can't ask. How about we three play with playdough?
Ibrahim has a disability. He can' t help bothering other children.
Ibrahim has a picture book to help him tell other children what he wants. Let's ask him to show us what he is thinking about.

New teacher

Gail, we welcome all children in our program.
We have to take them. It's a new law.
We believe all children can try to come here. It's really hard, but it's something we think is right, so we do a trial.
These days, we know it's best for children to be together and learn from each other.

Responding to Children's Questions

Answers that foster a sense of belonging and model constructive, helpful strategies are:

- nonjudgmental
- honest *(She can walk, Ben. She just needs a walker to help her.)*
- appropriate to the developmental level of the child
- respectful
- sensitive
- given from an understanding of the whole child and his level of functioning *(Michael wants to play too and doesn't know how to ask.)*
- given to help a child succeed
- fit the specific situation *(Let me introduce you to Daniel. He likes to swing just like you do, Popri.)*
- encourage positive self esteem

Answers that hinder a sense of belonging, are unconstructive or are damaging are:

- mocking
- overprotective
- dishonest or deny the reality of the child's experience *(He doesn't wreck everything. He just kicks blocks.)*
- focuses on the disability and not the child *(Ibrahim has a disability. He can't help bothering other children.)*
- based on generalizations
- given in anger
- demeaning *(You're acting like a baby. I think you're scared of the kids.)*
- try to shame a child
- assign blame